

NTI Technical Assistance

Tips for empowered teaching and learning

Agenda

- NTI 2.0: Viewing non-traditional instruction from a new perspective
- Support Services: How districts can support staff, student, and family needs
- Participation: Understanding modes of student and staff engagement
- KY ILN: Introduction to Kentucky's Network for educational innovators



What's Different?

Emergency NTI – Spring 2020

- 72 hours of prep
- Very Paper-Based
- Quarantine – everyone at home
- Teachers not prepared for teaching virtually

NTI 2.0 – Fall 2020

- Summer to prepare
- More digitally based
- Increased access and connectivity since the spring
- More teachers comfortable with LMS and other digital platforms
- “Not-Trivial Instruction” (NTI)



NTI 2.0

What is NTI and how can schools provide exceptional non-traditional experiences to all students during the COVID-19 Pandemic?

Focus on integrated instructional design for seamless transitions between learning environments

Coding NTI in IC - 100% to 100%

Day Detail

Date	Day #	
02/12/2020	102	
*Period Schedule		
1		
School Day	Instruction	Attendance
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Start Time	End Time	Duration
		0
The duration field will be calculated automatically		
Comments		

Day Events

Type	Duration Inst. Minutes	
X N: Non-traditional Instruction		
Add DayEvent		

Coding NTI in IC - BLENDED

Day Detail

Date	Day #	
08/24/2020	1	
Period Schedule		
REG		
School Day	Instruction	Attendance
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Start Time	End Time	Duration
<input type="text"/>	<input type="text"/>	<input type="text" value="0"/>

The duration field will be calculated automatically

Comments

Day Events

Type	Duration	Inst. Minutes
<input checked="" type="checkbox"/> N: Non-traditional Instruction ▼	<input type="text"/>	<input type="text"/>

Add DayEvent

Blended Learning Groups ?

<input checked="" type="checkbox"/> Remote Learner Always ▼
<input checked="" type="checkbox"/> In building ▼
<input checked="" type="checkbox"/> Virtual Rotation A ▼
<input checked="" type="checkbox"/> Virtual Rotation B ▼

Add Group

Emergency NTI Lessons Learned

Leadership

- Create a "digital" culture where on-line digital and off-line digital instructional design are a part of your instructional plan and an expectation of teachers.
- Moving forward being proactive about school closures. Beginning in 2021-2022 your CDIP will include your plans for school closures.
- How will you design your food service to be prepared for closures? Most did a great job on the fly.

Teaching and Learning

- Instructional Design should be done using learning management systems. If kids are used to LMS every day they will be better prepared for closures. Set it up digitally and you can deliver it in-person and virtually off-line (paper)
- Instructional Design should think in terms of "Productive Learning Time" not "Instructional Time". Remember, if you are using NTI it is a performance-based program. It's not about seat time.
- Instructional Design should lean toward project-based learning as well as providing student choice (i.e. choice boards)

Emergency NTI Lessons Learned

Student Participation & Documentation

- One on one video communication or phone calls between teacher and student (or teacher and parent with smaller children or students with special needs);
- Group video communication or phone calls between the teacher and a whole class or between a teacher and smaller groups of students within a class;
- Student time logged into a learning management software system completing assignments;
- Submission of paper-based assignments for students in a non-digital, non-traditional setting.
- At least one "interaction" per day meets the requirement of "Daily Participation" for each student

Staff Participation and Documentation

- Staff participation can be accomplished using hard copy logs or software.
- The participation feature in IC Gradebook can also serve as a documentaiton of teacher participation
- Classified staff vary based on district decision and role group.

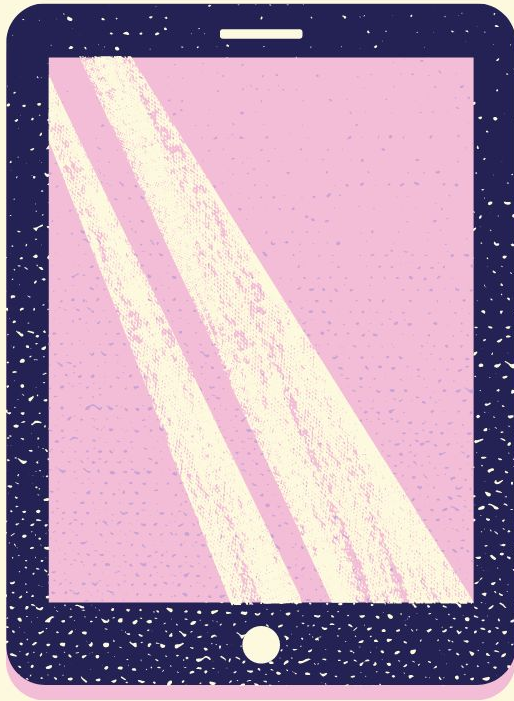
Emergency NTI Lessons Learned

Support Services “The POD Movement”

- Support to families and communities is crucial for NTI to be successful. Some of those services should be dispersed when possible.

Communication

- Constant communication with parents, students and community is crucial
- Part of the teacher-student interaction should be only about social-emotional well-being. Check-ins to find out how students are doing



Support Services

How can districts maximize learning for all students through equitable access and resources?

Explore options within your schools and communities to provide non-traditional supports to students and families

Who needs our support?



Students



Families



Teachers + Staff

Community-created supports

Families are searching for resources in their neighborhoods to provide quality educational environments - what does this mean for your district?

<https://www.wkyt.com/app/2020/08/06/parents-and-children-opting-out-of-schools-for-learning-pods/?fbclid=IwAR2XrN1JnkMUjT2xgmV09AHctEc6V7fCjdE-vKKvJf8lGWz4Qg032slcL08>



Parents and children opting out of schools for 'learning pods'

When the coronavirus pandemic began hitting the United States with full force in early March, many did not consider the pandemic would stretch

www.wkyt.com



Gleneagles West • 41 min ago

It's great to be here. I'm Elizabeth. Interested in...

Knowing if any of my friends have contacts in Versailles or surrounding areas that would be willing to sit with my children (ages 5 and 7) 2-4 days per week and assist with virtual learning and playtime? Total time commitment each day would be 4-5 hours (very rarely would it be closer to 6 hours). Payment is a must and we can talk numbers, if interested.

In the setting of a group scenario, I would be limited to my family + 1 other family, if possible.

Please let me know if you, or someone you trust, are interested!

😊 Thank 💬 Comment



In-home Education. My wife and I are both public school teachers in [redacted] County and are potentially facing the challenge of beginning a new school year with my 5-year-old son not able to begin Kindergarten at his school. We want dearly for him to continue his academic progress without placing him in uncomfortable and/or frustrating circumstances, but both understand that we will struggle to do so while working from home or, in the worst-case scenario, have to go into our buildings for part of the work day.

We imagine many other parents will be facing similar circumstances and are, therefore, optimistic that we might find quality, small-group schooling opportunities near our community. Perhaps, this takes the form of an instructor coming into our home for short periods of time during the school day, or perhaps it entails a small group of children coming to the instructor's home during the school day. We are open to proposals and would be grateful to hear any suggestions.

Readiness to Support

Reflect on the following questions as you evaluate your district's readiness to provide NTI Support Services to students and families

Question 1: Do you often have families stating that they can't assist in student's work because of schedules or lack of understanding of student content?

Possible solutions:

Question 2: Have you identified the parts of your district that have issues with providing all children internet access or device access?

Possible solutions:

Question 3: How are you planning to have your pupil personnel staff function in the community during NTI?

Possible solutions:



Participation

How can districts ensure compliance with KDE guidelines during Non-Traditional Instruction?

Learn more about what options districts have when measuring staff and student participation

Not Reporting Attendance

- Districts will be receiving their funding using the 2019-2020 or 2018-2019 ADA data therefore daily attendance will not be reported.
- For the 2020-2021 School Year Kentucky school districts will record participation in the Infinite Campus (IC) for ALL students in lieu of recording attendance.
- This does not mean you won't be collecting attendance for students who are in-person. For safety reasons you will need to continue to be aware of their presence in the classroom. You will just not be reporting it.
- Since compulsory education is still required it is important to capture and be accountable for the engagement and delivery of instruction to all students, whether in person in the school building or remotely from home. That is why we will be recording Daily Participation.

Defining Daily Participation

Daily Participation is the measure of the interactions between teachers and students.

- Those interactions will vary based on whether the student is in-person or is participating remotely in instruction.
- Participation is a measure of a student's engagement in the instructional process.
- It is NOT a measure of quality of student work. Grading practices determine quality.
- Remember that participation will be recorded for each instructional day in the district calendar, however the participation can be recorded on a weekly basis.

Defining “Non-Traditional Instruction”

701 KAR 7:125E defines non-traditional instruction as:

“Non-traditional instruction” means remote instruction in which the student is learning in a location other than the traditional classroom using digital or other alternative methods of learning.”

Meaning that non-traditional instruction is the term used for any situation in which a student, group of students, whole schools or districts are learning from a location other than the brick and mortar school building.

Types of Daily Participation

The recording of participation in Infinite Campus will be once a day and will be entered by teachers into IC.

Students Who are In-Person

Students who are attending in-person classes will be considered “participating” by their presence in the classrooms. It is important to remember that the existing requirements for collecting attendance for in-person students found in 701 KAR 7:125E are still in effect.

Types of Daily Participation

Students in non-traditional instruction

Daily participation for students learning through non-traditional instruction may be in real time during the school day or at times outside of normal school hours and include at least one of the following:

- One on one video communication or phone calls between teacher and student (or teacher and parent with smaller children or students with special needs);
- Group video communication or phone calls between the teacher and a whole class or between a teacher and smaller groups of students within a class;
- Student time logged into a learning management software system completing assignments;
- Submission of paper-based assignments for students in a non-digital, non-traditional setting.

NOTE: You will use the daily participation requirements for non-traditional instruction for all non-traditional instruction including full NTI Days and for any day a student participating remotely.

Recording Daily Participation in IC

Recording Daily Participation in Infinite Campus

There is a great guidance document around the reporting of participation for students in virtual/performance-based courses.

https://education.ky.gov/districts/tech/sis/Documents/Virtual_and_Performance_Based_Course_Setup_Participation_Tracking.pdf

Reporting Daily Participation

District participation will be reported at the following times:

- October 2020
- January 2021
- July 2021

KDE will run a district participation report from IC and will be reporting that data through the Kentucky Department of Education website and to the Legislative Research Commission.

The Daily Participation Report will be available for districts to generate in a later Infinite Campus release.



KY Innovative Learning Network

Consider joining a partnership between local school districts and the Kentucky Department of Education to provide a space for sharing innovative strategies and learning about ways to transform our education system

LEARNER-CENTERED EDUCATION

Implement strategies to provide skills and dispositions necessary for successful life-long learning.

COLLABORATION

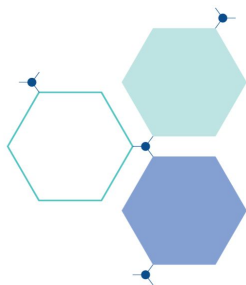
Join a network of passionate educators and district leaders to share innovative strategies and showcase ideas on a larger scale.

EQUITY FOCUS

Focus on creating environments where the unique strengths of every child are recognized and supported by educators.

AUTHENTIC OPPORTUNITIES

Develop real-world experiences to achieve deeper learning and facilitate 21st-century skills for Kentucky's students.



KENTUCKY INNOVATIVE LEARNING NETWORK

The KY ILN

CORE FOUR



Hear from the districts



- Travel grants for in-state and out-of-state model school visits
- Collaborative network opportunities with other professionals
- Share strategies and tools other districts are using to move forward
- Improve the student experience
- Resources and support from the Kentucky Department of Education

Interested in joining?

Email Sarah.Snipes@education.ky.gov

Questions?

Contact our team for more support

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